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ABSTRACT

This report consists of a classification of elementary school age children and information concerning an Educational Grouping Questionnaire, which is designed to help the classroom teacher group her students. (See TM 001 368 for example of questionnaire; see TM 001 363 for summary of report; for other related documents, see TM 001 160, 364-366, 369-374.) (MS)

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INTENSIFICATION of the LEARNING PROCESS

A SERIES OF REPORTS
DESIGNED FOR CLASSROOM USE

REPORT NO. 6

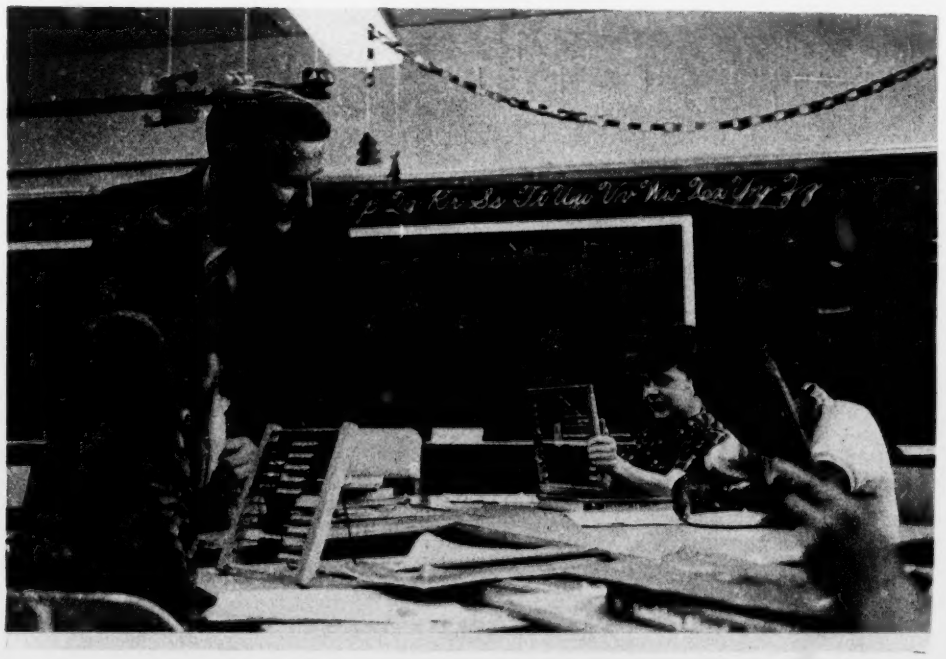
EDUCATIONAL GROUPING QUESTIONNAIRE

AN ESEA TITLE III PROJECT

BUCKS COUNTY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION SERVICES

FEBRUARY, 1970

PERSONALIZING EDUCATIONAL PRESCRIPTIONS



AN ESEA TITLE III PROJECT
PRODUCED BY
BUCKS COUNTY PUBLIC SCHOOLS
COUNTY ADMINISTRATION BUILDING
DOYLESTOWN, PENNSYLVANIA 18901

PREFACE

Traditionally the Bucks County Schools have been in the forefront of promising educational practices. Therefore, it came as no surprise that the PEP Program was funded by the Federal Government; it was equally reassuring that the NATION'S SCHOOLS identified Bucks County's "Intensification of the Learning Process" as one of the twelve most innovative proposals in the Country.

While this Program may have used a new approach, educators the World over have been giving lip-service for years to the need for personalizing education. In a day and age when we are surrounded by mechanized inventions of all sorts, it becomes even more important for us to preserve the human element related to the teaching-learning process.

The primary goal of the PEP Program is the development of educational prescriptions--prescriptions which are the result of bringing diagnostic services and multi-media services into harmonious relationship as they focus on the individual needs of youth. The success of the venture is tied to our most important educational product--the child himself. With this focus we believe administrative and other supportive services can aid the teacher so that she can directly fit the educational diet to the needs of individual students.

Dr. George E. Raab
Superintendent
Bucks County Public Schools

REQUESTING THE REPORTS

The following reports reflect the views, principles, processes and products used in the dissemination of information about the Bucks County Project for the Intensification of the Learning Process. These reports may be used as a framework for schools developing personalized educational prescriptions for its primary elementary children.

There are ten individual reports. Rather than combine all into one, it was decided to disseminate individual reports. In this way, persons interested in any one individual report may request and receive it without going through a larger document.

Each report is described below by report number, title, and content summary:

Report No. 1	Project Description	
	Describes the project goals, objectives, and team involved. Explains briefly the PEP approach to learning diagnosis and use of multi-level stimuli. Also includes a final summary report as well as changes in retrospect.	
Report No. 2	Research Findings	
	Part A	Design to Measure the Effectiveness of Personalized Educational Prescriptions in a Pilot Second Grade Classroom
	Part B	Design to Measure the Effectiveness of Personalized Educational Prescriptions in the Second Year of a Pilot Study
	Part C	Analysis of Pre-Test and Post-Test Data

Report No. 2 cont'd.

Part I An Analysis of Data

Part II Homogeneity/Heterogeneity of Group Variances on Pre and Post Tests

Report No. 3 Gross Motor Performance Scale

- Introduction
- Test Administration
- Reliability of Test Items
- Interpretation of Test Scores
- Suggested Circuits for Improving Performance in Tested Areas
- Physical Education Curriculum Guide

Report No. 4 Diagnostic Instruments

- Learner State Check List
- Behavioral Objectives Evaluation Response Form

Report No. 5 Pupil Description Worksheet

- Introduction
- User's Manual
- The Worksheet
- Response Sheet
- Class Pupil Profile Grade 2
- Class Pupil Profile Grade 3
- Initial Personalized Educational Prescription
- Data Collection and Processing

Report No. 6 Educational Grouping Questionnaire

- A Classification of Children of Elementary School Age
- EGQ Manual
- EGQ Instrument
- Reports Provided by Computer Programs for the EGQ System
- Psychological Categories
- Sample Print-Out
- Recommendations for Future Development

Report No. 7	Diagnostic Instruments
	Visual Performance Screening Test
	Observing the Learner
	Questionnaire - Parent
Report No. 8	Automated Instructional Resources Retrieval System
	How to Use the AIRRS Thesaurus
	The Thesaurus
Report No. 8a	AIRRS Supplement
	Preface
	Why a Thesaurus
	Format of Document Record
	Present Status
Report No. 9	Curriculum Resources Center
Report No. 10	Prototype Curriculum Guides
	Mathematics
	Language Arts
	Science
	Social Studies

Each of the above reports are products related to the two objectives of the Intensification of the Learning Process, better known as Personalizing Educational Prescriptions (PEP) project.

1. The improvement of the diagnostic process with primary emphasis on the development of personalized educational prescriptions for all pupils.
2. The improvement and expansion of multi-media services for all pupils.

Bucks County Public Schools

Project for the

I N T E N S I F I C A T I O N O F T H E L E A R N I N G P R O C E S S

Report No. 6

DIAGNOSTIC INSTRUMENT

Educational Grouping Questionnaire

ACKNOWLEDGEMENT

The work presented or reported herein was performed pursuant to a Grant from the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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A CLASSIFICATION OF CHILDREN OF ELEMENTARY SCHOOL AGE

This is a classification for teachers of the various types of children most frequently encountered in the school setting. It is a theoretical grouping intended primarily to be helpful and it is closely related to a child's ability to adapt to and benefit from an educational setting. Although the descriptions that follow are of external behavior patterns, the backgrounds of the children considered have certain important determinants that strongly influence that behavior pattern. The children in each group also have similar kinds of struggles going on within them. Approaches suggested to the teacher are based on the belief that they will enhance the child's progressive development. The groupings are not static but dynamic and there is a continuum from children who learn less effectively to children who learn more effectively. The continuum also indicates roughly how much the child will ask or require of the teacher.

The labels used have been carefully chosen to imply something of the background of the child, his current functioning, and a method of approach. Hopefully it will be a terminology that educators and behavioral scientists can use with equal efficiency. Those interested in a more technical description of the children may consult my paper on "A Classification of Pre-adolescent Emotional Disorders." At the present time this classification system applies only to children within the elementary age group. You will note that there is no "Normal" Grouping. This is because no humans exist without inner or outer conflicts. It is the mastery of those conflicts that promotes growth. To help children master their conflicts through education is the goal of this system of classification.

Ego Disturbances

The ego is a theoretical model of that portion of the personality which has the task of mediating between the very personal internal needs of the child and the demands of the outside world. Its task is to seek a reasonably comfortable balance between inner and outer life.

Children with ego disturbances because of an inability to balance or come to terms with their inner and outer lives are set apart from other children. Because of a special kind of strangeness or difference, they appear not to truly understand what it is all about and seem to be failing at a successful adaptation to life. Their strangeness or difference often evokes a feeling of apprehension within us, but in spite of this apprehension, often a feeling of compassion as well. This child's most serious failure is in his relationships with other people, both peers and adults. It is difficult to find a success area for him. When you make an effort to communicate with him, words often are inadequate and when he tries to communicate with you, his thoughts are poorly or incompletely organized. You may sense that you will have to overextend yourself in many areas in order to reach him. You may also feel that the struggle within him is winning and that the pull inward and/or backward is stronger.

This is a general need to teach him individually how to learn, first by using all of his senses for accurate and increasingly fine discriminations. Many variations of the same material will be required to enhance the efficiency of his memory. You will have to help him organize his thoughts in order that his understanding may be improved. Human figure drawings are very deficient or quite strange.

Because of his inner distress and his difficulty organizing his thoughts or his behavior, it will be necessary for you to reduce distracting influ-

ences, structure or organize his environment, keep instructions detailed and very explicit, and rewards as prompt as humanly possible.

1. Because this child is mostly concerned with the permanent or temporary loss of another human being that he is fond of:

a. Make physical contact with him as often as possible.

b. Encourage him to look into your face and eyes when you talk to him.

c. Seat him near you when you can.

d. Have him tutored by a peer who is likely to reflect a kindly, maternal attitude toward him.

e. Express your personal sadness at his failure to achieve a hoped for success.

f. Foster groupings with children of the same sex to encourage identification.

g. He will have to receive much in the form of individual attention, concrete rewards, and obvious affection before he can begin to give.

h. Praise any desirable trait, especially physical.

i. Extra help after school is a good investment but should not be used as a punishment.

2. Because he is so empty emotionally and/or because his central nervous system functions less efficiently that it could:

a. Structured activities are preferred to non-structured.*

b. Concrete activities are preferred to abstract.

c. A whole word approach is preferred to a phonics approach using whole words from his world.

d. Sensory training on a perceptual level is very important.

* By structure we mean a special kind of organization that would limit the number of responses a child can make so that he has less of a choice or discrimination to make. In the learning situation he will be more passive and his teacher more active with a constant striving toward more activity on his part.

e. Physical restraint of everactive motor behavior may be necessary but verbal control is always preferable.

f. Gross and fine motor training that emphasizes knowledge of and control over his body should be emphasized.

g. Distractability may be controlled by the use of ear barriers.

h. New materials must be introduced in small steps or he won't understand.

i. Do not try to begin teaching until you are sure you have his attention.

3. Because feelings of love and hate are often very strong, he may either express them too openly or hold them in too tightly. When feelings are held in, you should put into words for him how you sense he must feel. The open, verbal expression of love or hate is encouraged. The emotional demand for attention he makes on you may be very strong. If you reach the end of your ability to give, simply tell him so without anger.

Developmental Arrest

A developmental arrest is hopefully a temporary stop along the road of development. These children are still engaged in a struggle with a maternal figure. They see the teacher either as an all giving mother who will supply endlessly their demands or as a giant out to subdue them. They seem determined to extract from the teacher all she has to give or to continue the battle over who will control whom for the sheer pleasure the battle brings.

In view of the type of classroom behavior they exhibit, they are "either/or" children. In general, they are frustrating to the teacher. On the one hand they are very clinging, demanding, dependent children who cannot seem to grow and mature. The teacher tries almost everything and often becomes so frustrated that she becomes angry at the child. Or behavior may be so stubborn, provocative, defiant, and fighting, that all efforts at control are

short-lived. The teacher will usually go through a series of approaches to bring unacceptable classroom behavior under control. Nothing seems to work consistently and the end result is the same as with the more dependent children in this group--a sense of frustration and annoyance with and dislike for the child.

These children fear most loss of the love of an important human being. Although they do not usually need the adult as close physically as other children, they need constant reassurance that they are still loved. Their hands are often raised high to answer questions, but they have nothing to give but wrong or irrelevant answers. The message communicated by this behavior is that they want recognition or attention from you and will undergo even the pain of public failure to get it. This behavior often inadvertently provokes rejection. Because they have continually been unable to use the offered help their relationships with most other human beings are characterized by struggle. Their behavior is outwardly immature, either in their dependence or their stubbornness. There is a push in them toward growth and maturity but there is also a pull backward toward immaturity and they seem stuck somewhere in between. Their thinking, choice of words, and manner is immature. Both gross and fine motor movements often show perceptual motor immaturity. Human figure drawings are generally immature. The teacher will struggle within herself and with these children to help them grow. Some children particularly the aggressive ones, are often messy and dirty. The major task is to reduce struggle and to maintain a mood of affection for the child.

1. If this child is so immature as to be unable to use his normal outgoing drive toward the process of growing that he is overly dependent, in order to help him grow:

   a. Encourage the expression of dependent wishes and anger through the use of words.

i. Have him tell personalized stories into the tape recorder and listen to them.

ii. Put into words for him fantasies that you perceive he might have.

iii. Give permission for the verbal expression of dependence or anger at a situation or individual. You may have to preceed this by letting him know that you get angry, too.

iv. Choose stories that reflect a dependent situation or anger at a dependent situation.

b. Encourage the expression of anger through activities.

i. The use of clay, water, or other messy materials should be encouraged with an expression of tolerance for enjoyment in this kind of activity.

ii. If the child has a skill with a particular activity, have him tutor another child or a small group.

iii. Emphasize the joy in knowing and being able to control his body. Right-left directionality, gym, physical games are very important as is physical cleanliness.

iv. If his speech is immature (baby talk or indistinct consonants) try to discover what sounds he has trouble with and help him correct them.

v. Encourage him to shift the focus of his dependency. Instead of allowing him to be constantly dependent on you or others, encourage him to help someone who needs to be dependent on him. Escorting an ill or injured child to the office, taking care of animals in the classroom.

2. Because most of his encounters with other human beings have resulted in frustrations for both parties, success is most important.

a. Be very pleased with small accomplishments.

b. Carefully chose a task that will end in success.

c. Set a definite goal that has a short term.

d. Carefully break down the task into steps. These steps should be as concrete as possible. If he doesn't get the idea, it usually isn't his fault, but yours---you are leaving out some steps that you do not need to understand, but he does. He may need something of which you are not even aware.

e. If he is overactive, structure his activities but if he is withdrawn, allow for more flexibility (be alert to his improvement in this area).

f. The best reward is that you love him. This may be expressed in a physical way--a pat on the head or a hug with the clinging, dependent children but even this may be overdone. You must give it when the child needs it, but encourage him to be satisfied with the reward of his own accomplishment. The more aggressive children who lack controls may be unable to tolerate the physical expression of affection and a tangible reward will be more effective.

g. Tutoring by another child of the same sex may be helpful.

h. More than anything else recognize and praise more mature behavior.

3. Some of these children irritate and tease in a most distressing manner that is likely to evoke in the teacher inner frustration and great rage. Accordingly you should:

a. Point out to him verbally that his behavior is unacceptable and it must be controlled.

b. If verbal control does not work, use physical control. For example, if the child wanders about constantly, lead him back to his seat as many times as you see him up. Do so gently and without excessive force.

c. Do not be afraid to let him know that because of illness or preoccupation or just sheer exhaustion of your own, you have had all you can take of his behavior and he will have to isolate himself if he cannot maintain control. He should be placed outside the classroom door and told to report to you when he feels he can more effectively control himself.

d. If these approaches fail, after speaking with the principal yourself, to alert him, have him see the principal who should set strong, definite, firm limits. Many young children cry in this situation. They should be allowed to cry and no concern shown over this crying. The principal should simply sit calmly by until it has subsided. When it has, he should say that he will check with the teacher in five to seven days to see if the child is making progress. He should do an appropriate follow-up.

e. For these children, success in being able to control themselves is a great accomplishment.

f. Keeping these children in at recess or after school is not likely to be helpful. Many need this time to physically dissipate their energies.

Oedipal Conflict

A child with an oedipal neurosis isreflecting a continuing internal struggle over winning in a competitive situation with individuals of the same sex. It is a continuation within the school setting of the little girl's efforts to be first in her father's heart and the little boy's wish to be first in his mother's heart when she or he is compared to others in a competitive situation.

The children in this group generally are pleasant and likeable. Although they may create problems for the teacher, these problems are not usually prolonged and often respond to empathy and assistance. The teacher generally feels that she will be able to successfully teach this group and they will pass to the next grade level without difficulty. They tend to be able to use words more effectively and phonics comes easy for them. Most of the time they are competitive in the learning and play situations. Their manner, choice of words, and method of thinking tend to be solidly age appropriate. One has the feeling that there is a strong push toward maturity. If distress is present, it is more likely to be seen as inner distress, which is rarely inflicted on adults or peers. When distress does break through, it may do so in the form of shyness, general restriction, especially of physical injury.

Some of these children who are having a bit more difficulty in terms of their inner distress manifest rather consistently behavior that appears excessively shy (not immature). They are often tight, restricted, and avoid extending themselves. One has the feeling that the competitive drive within them is strong but that they are playing it close to the vest. Their fear of failure in the competitive situation causes them to be cautious about risking failure. In contrast to the overly dependent child they rarely volunteer to participate in the classroom situation although when they are

called on, they are often fairly successful. They seem to prefer to work alone when they understand something and when they do not, they often suffer in silence.

When behavior appears recalcitrant, for the most part confrontation of the child with the unacceptable behavior will often, after inquiring into its reasons give rise to a reasonable explanation. Sometimes there will be a quick release of feeling in the form of tears. Periods of difficulty, however, are regularly short-lived and the teacher's feeling toward the child for the most part remains positive. Some of the boys in this group are likely to be slightly passive and some of the girls may come on too actively, but one always has the feeling that the competitive drive is basically strong. Both gross and fine motor coordination are good, although some (especially boys) will be slightly reluctant to participate in some gym activities involving large muscles because of a fear of physical injury. Human figure drawings are for the most part mature. The main task will be to allow the boys to pursue learning as actively as possible and to show the girls that it is really great to be a receptive, loved, feminine creature. The overly shy restricted children have to learn that although there is a danger of failure in extending themselves, there is a chance of success too, which is very sweet.

1. Because our present educational system tends to foster or inflict passivity on boys and encourage or praise activity in girls, an effort should be made to reverse these procedures by encouraging more active masculine behavior in boys and more enjoyable passivity in girls.

   a. Boys should be given masculine helping tasks, such as errands to the principal's office, setting up and operating machines, acting as guides, crossing guards, and as class proctors.

b. Wherever possible, girls should be given more feminine roles--housekeeping chores, putting small articles away, returning papers, cleaning and decorating. When they are in a group that needs a proctor, girls can often be assigned as an assistant to the boy in charge. Try to pick a boy of whom she is obviously fond.

c. Although definite goals should be set for any project or assignment, the means should be left as unstructured as possible. Science discovery activities can work very well for this group. Tolerate a bit more noise and variety of experimentation from them. They can usually be controlled with a word and the excitement of discovery is exhilarating to them and often infectious to other children in the classroom.

d. Progress goals (how much one gets done in a particular time), can often be set by the child himself, "How far do you think you can read this morning?" or "How many of these problems do you think you can complete?" It should be required that the goal be met after some reasonable degree of experimentation.

e. Tutoring roles for both small groups and individuals are good for these children. Somewhat shy, passive girls can be paired with an outgoing, active boy if the boy is the one who needs the tutoring. The active boy can tutor almost anyone, but the active girl performs best as a tutor for children who are quite limited and deprived as an ego disturbed child, whom they can mother in a mildly aggressive fashion. But active girls should generally not tutor a boy or girl who has a developmental arrest or a struggle might evolve. If an active girl tutors a small group, it should be a group of girls.

f. To offset some of the side-effects of the more unstructured approach, make sure that all goals are reached.

2. Because when these children have problems they are most often internal ones:

a. Encourage the verbalization and writing of fantasy (things they day dream about) material.

b. Do not hesitate to note distress and talk about it (Gee, Jim, you seem so blue today. What's happening?) Even if you do not hear the details at the moment, they may come out later.

3. Because the children in this group are often quite creative:

a. Allow more exploration in more areas.

b. Listen to their opinions and suggestions. They will have some good ones.

c. If they don't understand a new process, carefully analyze with them what it is they don't understand. It will improve your teaching with the other children.

d. Make them aware that their talents and successes can be enhanced and expanded through helping children less fortunate than they. We all learn by having to teach.

4. These children are not without problems, but for the most part they are minor. Behavior difficulties are handled with a quiet confidential talk since overactivity often reflects an inner anxiety. If the talk does not work, a talk with the principal often will offset any regression or slipping back into infantile behavior. Sometimes these children in a period of distress will work very intensively or apply themselves to one particular project for an excessively long period of time. This somewhat repetitive activity should not be discouraged, but the child should be given time to work it out on his own. Keeping in at recess or after school may, be quite an effective punishment.

5. For the children who are having difficulty expressing themselves, you must try to help them learn through experience that winning is infinitely more fun than losing, and that rather than disliking them, the mature loser will eventually begin to imitate them.

a. Encourage as much freedom as possible.

b. Loosen them up with humor, teasing, kidding.

c. Assign aggressive competitive roles in play acting situations.

d. Assign stories that reflect the joy of winning.

6. Remember that these children are basically competitive and fearful that they will be physically punished for excessive competition especially with individuals of the same sex. In addition, they have a very strong inner sense of right and wrong, which sometimes gives them difficulty when

they have the feeling that they do not live up to their own expectations. Make an effort to be helpful when they are struggling with this latter problem, encouraging them to put it into words and in some instances, act it out in play situations. The most desirable educational situation is where the teacher asks intriguing questions and the child is provided with the environment and materials for finding correct answers on his own with only leading from the teacher when he needs it. This is infinitely more preferable than just giving him the answers.

by

William Stennis, M.D.
Psychiatric Consultant to Project

Educational Grouping Questionnaire Manual

This questionnaire is designed to help the classroom teacher group the children within her classroom in a more effective manner. The purpose is that through this system of grouping both emotional and educational growth will be enhanced through the proper approach to the child.

Answer the questions for yourself and through your eyes. Trust your senses and your evaluation. Children are constantly growing and this system of grouping provides for that growth. Try to answer each question to the best of your ability with one of the first three responses. If you absolutely cannot answer, check #4 (none of these). Do not check more than one answer in each group. Do not be distressed if you find yourself checking all 1's, 2's, or 3's.

When the questionnaire has been scored, you will receive an alphabetical listing of the children in your class, their age, pattern of response and grouping as well as a listing of children within each category.

The questionnaire will fail to classify some children. The diagnostic team will assist you with these children at a later date.

This questionnaire is for limited distribution for criticism and experimental use only. Such limited distribution shall not be deemed publication of the work.

ED 063348

Educational Grouping Questionnaire

SCHOOL NO.

ROOM NO. GRADE STUDENT NO.

FIRST NAME & INITIAL

LAST NAME

MO. YR.
BORN

01. Much of the time the child appears:

1. Shy
2. Immature
3. Strange
4. None of these

02. Much of the time the child makes me feel:

1. Happy with him
2. Angry or frustrated with him
3. Sorry and a little frightened for him
4. None of these

03. When the child talks, his expression is:

1. Easily understood
2. Immature
3. Difficult to follow
4. None of these

04. Child requires:

1. An average amount of attention
2. More individual attention than usual
3. Too much individual attention
4. None of these

05. The child often appears:

1. Involved successfully in school work
2. Restless and in to everything
3. Often in his own world
4. None of these

06. With other children, the child is:

1. Liked or creates no problem
2. Often in conflict
3. Set apart
4. None of these

07. The child is:

1. Pleasant and likeable
2. Stubborn and defiant
3. Overly dependent
4. None of these

08. Muscle coordination is:

1. Adequate
2. A little uneven
3. Poor
4. None of these

09. Growth and development is:

1. Forward and progressive
2. Standing still at an immature level
3. Slipping backward
4. None of these

10. Human figure drawings are:

1. Age adequate
2. Immature
3. Strange
4. None of these

11. Success in school work:

1. Usual
2. Erratic
3. Infrequent
4. None of these

12. Parents are:

1. Interested & concerned
2. Defensive & overconcerned
3. Disinterested or limited
4. None of these

TM 001 398

Reports Provided From The Educational Grouping Questionnaire

A. For the whole school (For principal, guidance counselor, master teacher, etc.)

1. By name of pupil alphabetically: Showing psychological category, grade, age, classroom, pattern of responses, and score.

2. By psychological category: Showing names of pupils alphabetically with grade, age, classroom, pattern of responses, and score.

3. By grade, by name of pupil: Showing category, age, classroom, pattern of responses and score.

4. By grade, by category: Showing names alphabetically, age, classroom, pattern of responses, and score.

5. By age, by name of pupil: Showing category, grade, classroom, pattern of responses, and score.

6. By age, by category: Showing names alphabetically, grade, classroom, pattern of responses, and score.

B. For each individual teacher, for just her own pupils (in one classroom)

1. By name alphabetically: Showing category, age, pattern of responses, and score.

2. By category: Showing names alphabetically, age, pattern of responses, and score.

"Age" will mean years and quarter-years although the input card will contain the birthdate leaving to the computer the task of conversion. "Category" will mean one of five possibilities: Oedipal Conflict, Developmental Arrest, Ego Disturbed, Does Not Discriminate, and Does Not Discriminate by Reason of Errors.

Programs For The Educational Grouping Questionnaire System

EGQ001 Card-to-Tape (or Disc)

Validates Statement Responses
Tallies by category
Determines Psychological Category
Computes age group from birth date

EGQ003 Sort

Major Key: Last Name
Minor Key: First Name

EGQ005 Edit-REPORT EGQ005

By name of pupil alphabetically:
Showing psychological category, grade, age group, pattern of responses, and score. When student numbers are not present, numbers will be assigned to the EGQ file incrementing by 000100. This file is used by all further EGQ processing and will be used by the Pupil Description Worksheet System for student information.

EGQ007 Sort

Major Key: Psychological Category
Minor Keys: Last Name
First Name

EGQ009 Edit-REPORT EGQ009

By Psychological category:
Showing names of pupils alphabetically with grade age group, classroom pattern of responses, and score.

EGQ011 Sort

Major Key: Grade
Minor Keys: Last Name
First Name

EGQ013 Edit-REPORT EGQ013

By grade, by name of pupil:
Showing category, age group, classroom, pattern of responses, and score.

EGQ015 Sort

Major Key: Grade
Minor Keys: Category
Last Name
First Name

EGQ017 Edit-REPORT EGQ017

By grade, by psychological category, by name alphabetically:
Showing age group, classroom, pattern of responses and score.

EGQ019 Sort

Major Key: Age Group
Minor Keys: Last Name
First Name

EGQ021 Edit-REPORT EGQ021

By age group, by name alphabetically:
Showing psychological category, grade classroom, pattern of responses, and score.

EGQ023 Sort

Major Key: Age Group
Minor Keys: Psychological Category
Last Name
First Name

EGQ025 Edit-REPORT EGQ025

By age group, by psychological category:
Showing names alphabetically, grade classroom, pattern of responses, and score.

EGQ027 Sort

Major Key: Classroom
Minor Keys: Last Name
First Name

EGQ029 Edit-REPORT EGQ029

By classroom:
Showing names alphabetically, psychological category, age group, pattern of responses, and score.

EGQ031 Sort

Major Key: Classroom
Minor Keys: Psychological Category
Last Name
First Name

EGQ033 Edit-REPORT EGQ033

By classroom, by psychological category:
Showing names alphabetically, age group, pattern of responses, and score.

EGQ034 Same as EGQ033 with exception: Pattern of Responses and scores are not shown. Names alphabetized, age group, and psychological category shown. For teacher's use.

EGQ035 Sort

Major Key: Student Number

EGQ037 File Maintenance

Adds, Replaces, and Deletes Records in an EGQ File.

EGQ071 Totals of responses by psychological categories for the entire school building.

EGQ072 Same as EGQ071 except it is also broken down by sex.

EGQ075 Extracts and creates records for EGQ077.

EGQ076 Sorts EGQ075 output into sequence by statement and response.

EGQ077 Lists students' names by statement and response.

SAMPLE

BUCKS COUNTY PROJECT FOR THE INTENSIFICATION OF THE LEARNING PROCESS
LEARNER CHARACTERISTICS INFORMATION SYSTEM
EDUCATIONAL GROUPING QUESTIONNAIRE

DATE 10-15-69
ROOM NO. 03
GRADE 3

REPORT NO EGQ033

	AGE GROUP	STATEMENT RESPONSES 1	2	3	4	5	6	7	8	9	10	11	12	OED CON	DEV ARR	EGO DIS	NON DIS	ERR	PSYCHO CATAGORY
STUDENT # 1	8 2	4	1	1	1	1	1	1	1	1	1	1	1	11	0	0	1	0	OED CON
STUDENT # 2	9 3	1	1	4	1	1	3	1	1	1	1	1	4	9	0	1	2	0	OED CON
STUDENT # 3	9 3	4	2	1	2	2	2	1	1	1	1	1	4	6	4	0	2	0	OED CON
STUDENT # 4	9 3	1	1	1	1	1	3	1	1	1	1	1	1	11	0	1	0	0	OED CON
STUDENT # 5	9 1	4	1	1	1	1	1	1	1	1	2	1	4	9	1	0	2	0	OED CON
STUDENT # 6	8 1	4	1	1	1	1	1	1	1	1	1	1	1	11	0	0	1	0	OED CON
STUDENT # 7	8 2	4	3	3	1	3	2	4	1	1	1	2	4	4	2	3	3	0	OED CON
STUDENT # 8	8 3	4	1	1	2	2	1	1	1	1	2	2	4	6	4	0	2	0	OED CON
STUDENT # 9	8 3	4	2	3	3	2	2	4	1	1	1	1	1	5	3	2	2	0	OED CON
STUDENT #10	8 2	4	1	1	1	1	1	1	1	1	1	1	1	11	0	0	1	0	OED CON
STUDENT #11	1 1	1	1	1	1	1	1	1	1	1	2	2	4	9	2	0	1	0	OED CON
STUDENT #12	8 1	2	1	1	1	1	1	1	3	1	2	2	4	7	3	1	1	0	OED CON
STUDENT #13	8 2	4	1	1	1	1	1	1	1	1	1	1	4	10	0	0	2	0	OED CON
STUDENT #14	8 1	4	1	1	1	1	1	1	1	1	1	1	1	11	0	0	1	0	OED CON
STUDENT #15	7 4	3	4	2	1	1	3	1	1	1	1	1	1	8	1	2	1	0	OED CON
STUDENT #16	8 3	1	2	1	1	2	2	4	1	2	2	1	4	5	5	0	2	0	OED CON
STUDENT #17	8 1	1	3	2	2	1	1	1	1	2	2	2	4	5	5	1	1	0	OED CON
STUDENT #18	8 4	2	1	1	1	1	1	1	1	1	2	1	4	9	2	0	1	0	OED CON
STUDENT #19	7 3	4	1	1	1	1	1	1	1	1	1	1	1	11	0	0	1	0	OED CON
STUDENT #20	8 2	4	1	1	1	1	1	1	1	1	1	1	1	11	0	0	1	0	OED CON
STUDENT #21	8 2	4	1	1	1	1	1	1	1	1	1	1	4	10	0	0	2	0	OED CON
STUDENT #22	8 3	4	1	1	2	2	1	1	1	1	1	1	1	9	2	0	1	0	OED CON
STUDENT #23	9 3	3	2	3	2	3	4	2	2	3	2	3	4	0	5	5	2	0	DEV ARR
STUDENT #24	8 3	2	4	1	2	2	1	1	2	2	2	2	1	4	7	0	1	0	DEV ARR
STUDENT #25	8 2	3	3	3	3	2	2	4	3	3	2	3	4	0	3	7	2	0	EGO DIS

Recommendations And Field Testing

A. The results of a staff survey indicate that the time required by each teacher to complete the EGQ for the total class ranged from a low of 30 minutes to a high of 3 hours with an average of 1 hour. Class size range of 18-30 with a mean of 25 seemed to correlate. The time required was judged to be in direct proportion to class size. The average time to complete was a welcome result since, at first glance, many of the teachers thought the task would be formidable. It proved not to be.

B. An analysis of checked responses on response number 4 ("None of these," i.e., does not discriminate) over the total enrollment showed a relatively small number of checks (from 1 to 4) except for Questions 1 and 12. In the case of Question 1, this was clearly the result of poor phrasing so that most 4's should have been counted as 1's. In the case of Question 12, this was the result of lack of knowledge on the teacher's part (about parental attitudes) and was not unexpected.

C. An analysis of errors showed that there were only 16 errors out of 627 questionnaires or 7524 possible responses. This is an error rate of .2 of 1%, a laudable result.

D. In general, results for individuals were on the mark in almost every case. A few questionnaires showed up potential trouble spots that the team had been unaware of; these are being rechecked.

The results of the first test have simply whetted everyone's appetite for more. On October 28, 1969, the team held a meeting at Doyle to evaluate the results and made recommendations for the future. These concerned changes in scoring rules and requests for new reports or modifications in the present ones. This part of the project is in full swing.

Refinements to the scoring algorithm applied to the EGQ have been discussed in depth; it was decided to defer any change until additional schools have been tested.

Three schools have been selected in Bucks County to field test the EGQ. These schools will be utilized as follows:

School No. 1

Will have full exposure to the project team, with individual interviews with each teacher when the reports are returned to the school.

School No. 2

Will have a pre-application meeting with the project team and a teacher's meeting when the reports are returned, but no individual teacher-team conferences.

School No. 3

Will not have any direct contact with the project team with the exception of the principal who will have a general indoctrination. He, in turn, will instruct the teachers.

The EGQ forms were returned to Doyle School to have Student Number and Sex included; also many errors were corrected. These forms were repunched and processed on November 24, 1969.

Edit program EGQ034 was completed to give the teacher a class list of the results. Summary program EGQ071 was completed giving total count by category by statement by response for the whole school. Summary program EGQ072 was also completed; this is the same as EGQ071 except that it gives Males and Females separately.

The team has prepared a set of definitions, one for each response for each statement in the EGQ, as a guide for the teachers. This should clarify some of the statements that give difficulty in the first run of the questionnaires. The Appendix shows the final definitions after several successive revisions had taken place.

Appendix

Statement 01

Much of the time the child appears:

Response 1: Shy - Although usually successful, this child seems cautious about the possibility of risking failure. He also tends to be somewhat reserved in social situations.

Response 2: Immature - This child acts like a younger child in his thought, behavior, or interests. Immaturity may take a variety of forms; but this must be the child's predominant style of behavior. For example, one child may frequently seek the teacher's attention for minor needs; another may often struggle with her over who is in control.

Response 3: Strange - This child is somehow different from most others. He often appears "out of it," or disorganized, often unaware of things going on around him. His behavior is usually difficult for the teacher to understand.

Statement 02

In general, the child makes me feel:

(Be honest with yourself. Your personal inner feelings are valuable indicators of a child's inner conflicts.)

Response 1: Happy with him - Teachers are most often happy with children who are learning and who are no consistent behavior problems.

Response 2: Angry or frustrated with him - Teachers are most often angry or frustrated with children who ask too much of them or who seem to struggle with them unnecessarily.

Response 3: Sorry and a little frightened for him - Children whom the teacher cannot seem to understand no matter how hard she tries and who evoke compassion because of the degree of their inner distress and the unusual aspect of their thoughts, behavior or action.

Statement 03

When the child talks, his expression is:

(Expression includes both the clarity of speech patterns and organization of sentences.)

Response 1: Easily understood - The teacher rarely has to ask a child who is easily understood to repeat himself. She follows the good organization of his sentences and easily hears the clarity of his speech.

Response 2: Immature - Immaturity of speech may be reflected in "baby talk" (indistinct pronunciation of certain consonants) or in sentences that are not efficiently linked. The teacher almost understands what the child is saying, but not quite; and from time to time finds herself asking him to repeat what he has said.

Response 3: Difficult to follow - Children who are difficult to follow have either slurred speech or ideas that have obscure logical connections. When he tries to tell a story, the teacher often just can't seem to understand what he means.

Statement 04

Child requires:

Response 1: An average amount of attention - This child can carry out the daily classroom routine without excessive help or approval from the teacher.

Response 2: More individual attention than usual - The teacher suspects that she will be required to give more help, more discipline or more reassurance than to the average child.

Response 3: Too much individual attention - This child requires the teacher's continuous presence to adapt to most classroom situations.

Statement 05

The child often appears:

Response 1: Involved successfully or trying hard - Children who are successfully involved or trying hard apply themselves to the task or activity the teacher has assigned whether it be structured or unstructured.

Response 2: Restless - Children may be restless, fidgety, or squirming in their seats or moving about in the classroom when they should be working at an assigned task or activity. Many things, either from within or without, often distract them from the task at hand.

Response 3: Often in his own world - Children often in their own world may be quietly involved in their inner thought life or so hyperactive that they race about the room searching for some thing or some place that will bring comfort to them. In either case, they are frequently uninvolved in what is going on in the classroom.

Statement 06

With other children, the child is:

Response 1: Liked or creates no problem - This child appears comfortable with classmates. He is accepted by the children and included in their play.

Response 2: Often in conflict - This child more often provokes physical or verbal anger in classmates. It is difficult for him to be fair in his play. He may tend to be bossy.

Response 3: Set apart - The other children in the class tend to ignore or merely tolerate this child's presence. For all practical purposes, the child is isolated from active involvement with other children.

Statement 07

Much of the time the child's behavior is:

(In contrast with statement 02, this question refers to a more objective (versus subjective) view of the child's typical behavior.)

Response 1: Pleasant and likeable - Because of his easy-going and flexible personality, this child is well regarded by both adults and peers.

Response 2: Stubborn and defiant - This child insists on getting his own way or he refuses to cooperate. As a result, he is often difficult to work with and is often in conflict with the teachers and classmates.

Response 3: Clingingly dependent - Because of his enormous insecurity, this child needs to continually maintain a position physically close to the teacher; almost as if he were part of her. He is unable to make even minor choices on his own without the direct guidance and approval of the teacher.

Statement 08

Muscle coordination is:

(Muscle coordination involves the use of large and small muscles, the smoothness of movement, the adequacy of balance, and the efficiency of strength.)

Response 1: Adequate - A child with adequate muscle coordination walks, runs, throws, climbs and balances without difficulty. He manipulates tasks with his hands easily, smoothly and successfully.

Response 2: A little uneven - A child with uneven muscle coordination has difficulty with either large or small muscles with respect to coordination, strength or smoothness of function. He may be grossly clumsy or have difficulty writing, copying, cutting, pasting, or other activities that require the efficient use of his small muscles. A child in this group has difficulty in some of these areas, but not all and not to a severe degree.

Response 3: Poor - Children with poor muscle coordination have difficulties in most areas of motor functioning, both large and small, so that he stands apart from the other children because of the degree of his impairment.

Statement 09

Emotional growth and development is:

Response 1: Forward and progressive - Forward and progressive emotional development is reflected most clearly in the child's pleasure in the learning process and in the joy of his relationships with his peers.

Response 2: Standing still - Children who are standing still in their emotional growth and development reflect a kind of chronic dissatisfaction with school and in the success of their relationship with teachers and fellow students. Any progress they do make is not sustained. They may take a step forward one day and a step backward the next, so that they end up in exactly the same position

Response 3: Slipping backward - Children who are slipping backward in their emotional growth and development gain no pleasure in their work or play because success or understanding of the task required is so limited as to prevent its being attained. They can neither like others nor have others like them. By this process, they slip backward and into themselves for what little joy life holds for them.

Statement 10

Human Figure drawings are:

Response 1: Age adequate - Age adequate drawings usually show greater detail; for example, all head parts (ears, eyes, mouth and hair are included; buttons, hair ribbons, belts, ties, shoes, etc.) Parts of the figures are fairly well proportioned and the body parts are in reasonably correct relationship with the figure as a whole. There are no essential body parts that are absent. (head, body, eyes, etc.)

Response 2: Immature - Immature drawings are usually less differentiated and show much less detail; for example, stick figures are characteristic and simple lines may represent body parts or features. Often some parts (but not essential parts) are overlooked. Some parts of the figure may be exaggerated in size; e.g., the head; and proportion and perspective in the drawings are not successfully achieved.

Response 3: Strange - Strange figure drawings include rather bizarre depiction of the human figure. The essential body parts; e.g., the head and eyes, may be absent or grossly distorted and misshapen. The figure as a whole may show much disorganization. The parts may be incorrectly placed (for example, the mouth located in the chest area) or appendages added. There may be considerable "blackening in" of the parts of the figure, especially the eyes. Internal organs or bodily parts normally covered are in view. Perspective is very often distorted, as for example, when the drawing reflects attempts to draw a part in profile and in full view simultaneously.

These figures sometimes show fragmentation (where parts are not connected) and a failure to differentiate where the body outline begins and clothing stops (for example, with a continuous line from shoulders to neck and head.)

Statement 11

Success in school work:

(Success is defined as the ability to complete the assigned task according to the directions within a reasonable amount of time.)

Response 1: Usual - This child most often meets with success.

Response 2: Erratic - This child's performance is inconsistent and fluctuating from day to day, hour to hour, or subject to subject.

Response 3: Infrequent - This child rarely meets with success and his classroom achievement is unpredictable.

Statement 12

Parents are:

Response 1: Interested and concerned - Interested and concerned parents attend as many conferences that pertain directly to their child as possible. They cooperate with most of the school's reasonable requests and support the school's policies. Should they have a difference of opinion with the teacher, they take it up with her directly rather than through the child. They honor the teacher's request for assistance.

Response 2: Defensive and overconcerned - Defensive and overconcerned parents are overly anxious about their child's adjustment at school. While often severely strict or indulgently permissive with the child themselves, they expect or even demand absolutely proper behavior from the school. They are quick to blame the school or the teacher for any of the child's difficulties and are frequently critical of teachers to the child. Occasionally one gains the impression that they enjoy or even encourage the child's defiance of authority.

Response 3: Disinterested or limited - Disinterested or limited parents are relieved to pass on to the school most of their responsibilities toward their children. The material and/or emotional demands of the children are so beyond the parents' own capacities that they have given about all they can.

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